

Unit Cover Page

Unit Title: *World War II Fallout* **Grade Level(s):** *10th*

Subject/Topic Area(s): *Social Studies: History*

Key Words: *US, Israel, Nazi, World War II, Europe, UN*

Designed By: *Christopher Vogel* **Time Frame:** _____

School District: *RSU 9* **School:** *Mt Blue High School*

Brief Summary of Unit (including curricular context and unit goals):

World War II was a critical point in America's history. Even more critical is the period of time immediately after the war where America emerged as a major player on the world stage. This unit will cover the reconstruction of Europe, the formation of Israel and the foreign affairs of the US. Students will develop master of both important concepts like war crimes, know key figures such as Stalin and Truman, and understand critical events like the creation of the United Nations. Students will become antiquated with several means of creating class projects. Some of the projects will include glogster, blogs, and imovies. The final project will be the creation of an imovie for the American History Museum which will incorporate all that they have learned throughout the unit.

Unit design status: ☐ *completed Template pages - Stage 1, 2, and 3*

☐ *completed Blueprint for each performance task* ☐ *completed rubric(s)*

☐ *directions to students & teachers* ☐ *materials & resources listed*

☐ *suggested accommodations* ☐ *suggested extensions*

Status: *initial draft (date - _____)* *revised draft (date - _____)*

☐ *peer reviewed* ☐ *content reviewed* ☐ *field tested* ☐ *validated* ☐ *anchored*

Stage 1: Identify Desired Results.

Established Goals:

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Content Area: Social Studies

Standard Label: E1 Historical knowledge, concepts, themes, and patterns

Grade Level Span: Grade 9-Diploma "World War 2 and Post War United States 1939-1961"

Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.

What understandings are desired?

Students will understand that:

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- *America's involvement in WW2 led to increased investment in foreign affairs.*
- *changes in government powers led to the rise of certain historical figures.*
- *WW2 caused political, economic and social changes.*

What essential questions will be considered?

- *How the U.S. pushed for democracy in other nations?*
- *Why historical figures benefited or did not benefit from the events of WW2?*
- *How Israel, the UN and war crimes came out of WW2?*

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What key knowledge and skills will students acquire as a result of this unit?

Students will know:

- *Important events: Israel creation, Nuclear proliferation, Cold War*
- *Important people: Truman, Eisenhower, Stalin, Khrushchev*
- *Policies: Communism, United Nations, State Sovereignty*

K

Students will be able to:

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- *demonstrate understanding of democracy post WW2*
- *evaluate the creation of the state of Israel*
- *decide how social changes occurred after WW2*
- *compare Truman and Stalin's leadership*
- *consider the US's relationship with the USSR*
- *recognize key figures in the Zionist movement*

Stage 2: Determine acceptable evidence.

What evidence will show that students understand?

Performance Tasks* (Summary in G.R.A.S.P.S. form):

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Goal: To create an exhibit that will attract more attention to the museum.

Role: You are the world renowned historian who has been all across Europe.

Audience: The American History Museum director and curator.

Situation: There are few exhibits that show the trials of reconstructing Europe Post World War II.

Product/Presentation: You will use an imovie to present critical information to tourists with short attention spans.

Standards (Criteria from both rubrics - product and presentation):

imovie rubric: content 20%, attractiveness 20%, originality 20%, mechanics 15%, organization 15%, time limit 10%

presentation: comprehension 20%, preparedness 20%, posture and eye contact 15%, collaboration with peers 20%, enthusiasm 15%, on topic 10%



**Complete a Performance Task Blueprint for each task (next page).*

Other Evidence (quizzes, tests, prompts, observations, dialogues, work samples, etc.):

- Use an imovie to create a democracy advertisement to show understanding of democracy in Post WWII.
- Use a blog to create a debate on the formation of Israel between skeptics and advocates.
- Use glogster to create a social change poster detailing new social standards that developed from/after WWII.
- Use xtranormal to create a Stalin or Truman speech that would be given to the public.
- Use fakebook to create a conversation between the US and USSR over the issues dividing them.
- Use Museum box to follow a historical person's (who lived in the 40s and 50s) life story.

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Student Self-Assessment and Reflection:

- Pre-assessment: Present a group discussion or class created timeline of events in WWII and Post WWII.
- Checking for Understanding: Flag it, clickers, take and pass, quick writes, capacity matrix, Decisions, Decisions
- Timely Feed Back: Self, Peer, Teacher

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Assessment Task Blueprint

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What understandings/goals will be assessed through this task?

- America's involvement in WW2 led to increased investment in foreign affairs.
- changes in government powers led to the rise of certain historical figures.
- WW2 caused political, economic and social changes.

- Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.

What criteria are implied in the standard(s)/understanding(s) *regardless* of the task specifics? What qualities must student work demonstrate to signify that standards were met?

- Post World War II

- Reconstruction

Through what authentic performance task will students demonstrate understanding?

Task Description:

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The American History Museum is in desperate need of an exhibit detailing the reconstruction of Europe after World War II. How exactly did Germany get divided into two? Where exactly does Israel fit into all of this? As the world renowned historian, the museum has turned to you and your colleagues to create an exhibit. You have spent your entire lifetime gathering knowledge for this particular task. You will use the information you have learned about the influence of American democracy in Europe, the role of key figures such as Stalin and Eisenhower, and your understanding of the conflict between the US and the USSR. Though you are known worldwide and are quite brilliant, the museum director and curator are a skeptical pair and will need to review the exhibit before it is set up for public viewing. You must create an imovie that succinctly covers the events of the reconstruction in Europe. The exhibit could detail political, economic, or social changes. The museum is leaving the choice of topic up to your creative decisions but you are encouraged (maybe even required) to meet with a past history teacher and get his opinion on your topic. In addition, the movie should be interesting and accessible enough for museum viewers to be able to stand and watch.

What student products/performances will provide evidence of desired understandings?

imovie

Oral presentation

By what criteria will student products/performances be evaluated?

- Content 20%
- Attractiveness 20%
- Originality 20%
- Mechanics 15%
- Organization 15%
- Time Limit 10%

- Comprehension 20%
- Collaboration with Peers 20%
- Preparedness 20%
- Posture and Eye Contact 15%
- Enthusiasm 15%
- On Topic 10%



Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.

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(W) 1.1 Students will understand that America's involvement in WW2 led to increased investment in foreign affairs. (Where) The United States is currently a world power and has incredible involvement in the affairs of other nations. (Why) Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world. (What)

(H) 1.2 A video of nuclear bomb detonations. This will introduce the idea that actions taken by the US to enforce both democracy and ideals on the rest of the world prevented nuclear holocaust and nuclear proliferation.

(E) 1.3 Students will know nuclear proliferation, United Nations, Communism, state sovereignty (Equip) Students will use the Venn Diagram to compare and contrast Communism and Capitalism. Students will participate in mix-pair-freeze to familiarize themselves with key figures, actions and words. (Explore) Students in groups will use imovie to create a advertisement for democracy that might be viewed on TV to share in front of the class. (Experience)

(R) 1.4 Students will use quick writes to write down their understanding of concepts discussed in class. (Rethink) Self-assessment will involve a checklist of material needed to be covered in the imovie. (Rethink/Revise) a rubric will be used to score and provide feedback to students about their imovie. (Revise/Refine)

(E) 1.5 Formative Assessment - Pre-Assessment: Present a group discussion or class created timeline of events in WWII and Post WWII, Checking for Understanding: quick writes and Timely Feedback: self, teacher (Evaluate)

(T) 1.6 Tailors

Verbal: Students will come up with dialog specific to the 40s and 50s they are making the advertisement for.

Logic: Students will look for patterns in the use of democracy when dealing with problems, issues, and other countries and write about it in quick writes.

Visual: Students will be able to visualize democracy and political interference in the from of an imovie.

Musical: Students have the option of incorporating music of the 40s and 50s or music that fits in the Post World War II era in their imovie.

Kinesthetic: Students will be able to physically act out scenes in the imovie.

Intrapersonal: Students can work in groups to create an advertisement.

Interpersonal: Students will be able to express themselves individually through quick writes on the spread of democracy after WW2.

Naturalist: Students will need to understand and write about the different environments that politicians and soldiers experienced in Europe after World War 2.

(O) 1.7 Students will be able to demonstrate understanding of democracy Post World War II (Explanation) Product: imovie, Number of Days: 3 (Organize)

Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.

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(W) 2.1 Students will understand that WW2 caused political, economic and social changes.

(Where) Social change is a part of American culture and has always been met with encouragement and suspicion. (Why) Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world. (What)

(H) 2.2 Students will discuss current social changes in the United States or the world. This will lead to a discussion of how people after World War II might have dealt or felt about the social changes.

(E) 2.3 Students will know Cold War mentality, communism, women's rights (Equip) Students will use a compare and contrast graphic organizer to show changes in the social make-up of the United States before and after the war. Students will participate in the find the fib activity to solidify understanding of changes and pick out myths or inaccurate statements. (Explore) Students will use glogster to create a social change poster detailing new social standards that developed from/after WWII. (Experience)

(R) 2.4 Students will use the take and pass activity to write down notes on the topic and pass to the next person to add to it. (Rethink) Self-assessment will involve a checklist and peer criticism. (Rethink/Revise) feedback will be provided to the students about their poster before being posted around the room. (Revise/Refine)

*(E) 2.5 Formative Assessment - **Checking for Understanding:** take and pass **Timely Feedback:** self, peer, teacher (Evaluate)*

(T) 2.6 Tailors

Verbal: *Students will need to understand the particular writing style and phrases of the 40s and 50s to create a social change poster.*

Logic:

Visual: *Students will use art and pictures of the 40s and 50s to create a collage of social changes after World War II.*

Musical: *Students will explore the impact music had on social change in the US after World War II and what focus music had at the time.*

Kinesthetic: *During the take and pass activity students will ball up their notes and throw it in a trashcan and explain to the class what the notes were.*

Intrapersonal: *Students will relate their strategies with socializing to the styles of socializing during the 40s and 50s.*

Interpersonal: *Students can express their own ideas individually on paper before passing it to the next student.*

Naturalist:

(O) 2.7 Students will be able to decide how social changes occurred after World War II

*(Application) **Product:** glogster, **Number of Days:** 2 (**Organize**)*

Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.



(W)3.1 Students will understand that changes in government powers led to the rise of certain historical figures. (Where) Understanding the meaning behind what people are saying is an important skill to assess their motives and ambitions. (Why) Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world. (What)

(H) 3.2 A group discussion on why the terrible dictator Stalin is so loved by many of the people in former Soviet states.

(E) 3.3 Students will know Stalin, Truman (Equip) Students will use Fact and Opinion graphic organizer to better understand key figures in the time period. Students will participate in the value line exercise to open up discussion on how what key figures might say or do. (Explore) Students will use xtranormal to create a Stalin or Truman speech that would be given to the public. (Experience)

(R) 3.4 Students will use the clicker to respond to questions posed by the teacher. (Rethink) Self-assessment for the project will have a checklist to make sure key points and issues are met. (Rethink/Revise) Students will receive feedback from the teacher and allowed to make changes or additions and then resubmit. (Revise/Refine)

*(E)3.5 Formative Assessment - **Checking for Understanding:** clicker **Timely Feedback:** self, teacher (Evaluate)*

(T) 3.6 Tailors

Verbal:

Logic: Using the graphic organizer, students will be able to analyze patterns in the different ideas or actions taken by Truman and Stalin.

Visual: Students will find film clips or radio segments of Stalin or Truman and share with the class.

Musical:

Kinesthetic: In the debate between Stalin and Truman, students can try to act out the mannerisms and gestures the politicians might have made.

Intrapersonal: Students will work in groups to create a debate between Stalin and Truman.

Interpersonal: Students can use the clicker activity to individually answer questions posed about Truman and Stalin at their own pace.

Naturalist: Students will look at the conditions of living that Truman and Stalin grew up in and see how it might affect their development.

*(O)3.7 Students will be able to compare Truman and Stalin's leadership (Perspective) **Product:** xtranormal, **Number of Days:** 2 (Organize)*

Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.



(W)4.1 Students will understand that changes in government powers led to the rise of certain historical figures. **(Where)** Recognizing key figures of the 40s and 50s is critical due to the impact of their actions on our lives today. **(Why)** Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world. **(What)**

(H) 4.2 Teacher will tell the story of Khrushchev rise to power and how he obtained office.

(E) 4.3 Students will know Khrushchev, Eisenhower, Einstein **(Equip)** Students will use the ladder graphic organizer to map out key political figures lives in the 40s and 50s. Students will participate in the Jigsaw exercise to each become proficient in a key figure of the 40s and 50s and share with the group. **(Explore)** Students will use Museum box to follow a key figure's life story. **(Experience)**

(R) 4.4 Students will use flag it to keep track of critical information about the key figures in Post World War II era. **(Rethink)** Self-assessment for the project will have a checklist to make sure key points and issues are met. **(Rethink/Revise)** Students will receive feedback from the teacher and allowed to make changes or additions and then resubmit. **(Revise/Refine)**

(E)4.5 Formative Assessment - **Checking for Understanding:** flag it **Timely Feedback:** self, peer, teacher **(Evaluate)**

(T) 4.6 **Tailors**

Verbal: Students will share their different Post WWII important person with the class.

Logic: Students will be allowed to create their own form of flag it system if the class model does not work.

Visual: Students will look up pictures and videos to put in their museum box for the key figure in Post WWII they are following.

Musical: Students can follow a musician or artist that had an impact on the reconstruction of Europe after WWII for their project.

Kinesthetic:

Intrapersonal: At several points, the students will be allowed to share their choices for flag it placements on Post WWII in groups.

Interpersonal: The flag it exercise allows each student the chance to pick what individually they deem important information about key figures in the 40s and 50s.

Naturalist:

(O)4.7 Students will be able to recognize key figures **(Self-Knowledge)** **Product:** museum box, **Number of Days:** 2 **(Organize)**

Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.



(W)5.1 Students will understand that WW2 caused political, economic and social changes.

(Where) The creation of the State of Israel is still causing problems politically and globally today. Students need to understand how the creation of Israel occurred. (Why) Students

understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world. (What)

(H) 5.2 Video on Israel (quick overview)

(E) 5.3 Students will know Israel, Zionist movement, state sovereignty (Equip) Students will use the time-order chat to map out the developments of the creation of the state of Israel. Students will participate in the three min-review activity to quickly go over the material discussed in class.

(Explore) Students will use a blog to create a debate on the formation of Israel between skeptics and advocates. (Experience)

(R) 5.4 Students will use Decisions, Decisions activity to pick a side of agreeing with the creation of Israel and reasons for not and have a discussion. (Rethink)Self-assessment for the project will have a checklist to make sure key points and issues are met. (Rethink/Revise) Students will receive feedback from the teacher and allowed to make changes or additions and then resubmit.

(Revise/Refine)

(E)5.5 Formative Assessment - Checking for Understanding: Decisions, Decisions Timely

Feedback: self, teacher (Evaluate)

(T) 5.6 Tailors

Verbal: Students will write in a blog and create a debate about the formation of Israel.

Logic: Students will use the time order chart to map out events that led up to the creation of Israel.

Visual: Students will watch a movie about the conflict in the Middle East and relate it to the creation in a discussion after.

Musical: Students will listen to the music that was created in Israel after its formation.

Kinesthetic:

Intrapersonal: Students will work participate in the group discussion about whether or not the Israel should be formed in the Decisions, Decisions activity.

Interpersonal: Students will at the end of the lesson write their opinion on the formation of Israel and if it had changed from the beginning of class.

Naturalist:

(O)5.7 Students will be able to evaluate the creation of the State of Israel (Interpretation)

Product: blog, Number of Days: 2 (Organize)

Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.



(W)6.1 Students will understand that America's involvement in WW2 led to increased investment in foreign affairs. **(Where)** The conflict between the US and the USSR had its roots placed following WWII. It is critical to understand how two big political powers came to such opposition when they were former allies. **(Why)** Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world. **(What)**

(H) 6.2 Watch anti-communist ad, then discuss as class the meaning behind it.

(E) 6.3 Students will know USSR, communism, nuclear proliferation **(Equip)** Students will use cluster/word web 2 to map out the disagreements and conflicts (militarily, politically, economically) between the USSR and the US prior to the Cold War. The students will participate in the numbered heads activity to split up into groups and answer prompted questions. **(Explore)** Students will use fakebook to create a conversation between the US and USSR over the issues dividing them.

(R) 6.4 Students will use capacity matrix to break down the arguments and actions taken by the US and USSR into basic more manageable topics. **(Rethink)** Self-assessment for the project will have a checklist to make sure key points and issues are met. **(Rethink/Revise)** Students will receive feedback from the teacher and allowed to make changes or additions and then resubmit. **(Revise/Refine)**

(E)6.5 Formative Assessment - **Checking for Understanding:** capacity matrix **Timely Feedback:** self, peer, teacher **(Evaluate)**

(T) 6.6 Tailors

Verbal: Students who select verbal will explore counter Soviet/communism rhetoric and compare with students who selected visual.

Logic:

Visual: Students who select visual will explore counter US art, videos and pictures made by Soviet supporters and will compare with students who selected verbal.

Musical: Students will compare musical differences and rights between the US and USSR during the 40s and 50s.

Kinesthetic: Students will explore physical activities popular during the 40s and 50s in the US and the USSR.

Intrapersonal: Students will get together in groups first with students of similar learning style choice then with mixed members. The students will compare their findings about anti-US and anti-USSR propaganda.

Interpersonal: Students have the option to create a fakebook on dialog between the US and USSR on their own.

Naturalist:

(O)6.7 Students will be able to consider the US's relationship with the USSR **(Empathy)**

Product: Fakebook, **Number of Days:** 2 **(Organize)**

Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.

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Friday	5 3.1 Historical figures (W); 3.2 Stalin (H); 3.3 Fact and Opinion GO (E); 3.4 Self-assess (R); 3.5 Checklist (E-2); 3.7 Xtranormal (O) 2 days	10	15 <i>Presentations</i>
Thursday	4	9 5.1 Political change (W); 5.2 Israel Video (H); 5.3 Time order chart (E); 5.4 Self-assess (R); 5.5 Checklist (E-2); 5.7 Blog (O) 2 days	14
Wednesday	3 2.1 Social changes (W); 2.2 Discussion (H); 2.3 Compare and contrast GO (E); 2.4 Peer-assess (R); 2.5 Checklist (E-2); 2.7 Glogster (O) 2 days	8	13 <i>Review Day</i> <i>Begin Presentations</i>
Tuesday	2	7 4.1 Historical figures (W); 4.2 Khrushchev story (H); 4.3 Ladder GO (E); 4.4 Peer-assess (R); 4.5 Checklist (E-2); 4.7 Museum box (O) 2 days	12
Monday	1 1.1 American foreign involvement (W); 1.2 Video nuclear bomb (H); 1.3 Venn Diagram (E); 1.4 Self-assess (R); 1.5 Checklist (E-2); 1.7 imovie (O) 3 days	6	11 6.1 America foreign involvement (W); 6.2 Anti-communist ad (H); 6.3 Cluster/word web (E); 6.4 Peer-assess (R); 6.5 Checklist (E-2); 6.7 Fakebook (O) 2 days